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ABSTRACT

Gender role stereotyping and gender bias limit educational choices and opportunities for students. The impact of gender role stereotyping and gender bias on teaching and counseling methodologies, educational and career choices, violence in schools, communication, and other aspects of education has not been taken routinely into consideration in developing policies, procedures, training, and technical assistance for schools. Equity concerns, however, need to be built into all educational thinking and planning to ensure educational excellence for all students. This report summarizes the problems and issues relevant to gender equity in education that the Gender Equity in Education Project Team, formed in February 1997, identified and the strategies developed to address them. Organized into four sections, the report provides an overview of the team's consensus regarding its purpose and lists the team members. The report then identifies problems and issues related to gender equity and presents an overview of the conceptual approach and model for examining and addressing these problems. Next, it provides specific strategy recommendations, and finally, offers general recommendations that will, it is hoped, direct efforts towards gender equity beyond the term of this team. Contains 16 references and an appendix: "An Idea to Improve Illinois Education" and also lists Illinois State Board of Education (ISBE) Centers and Divisions. (BT)

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Strategies for Infusing Gender Equity in Education in Illinois

J.A. Spagnolo

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Final Report

Gender Equity Project Team
Illinois State Board of Education

SO 031 151

October, 1998

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Finally, we thank team members, Paula Kohler and Cindy Zumwalt, primary authors of this report, who were able to conceptualize and structure our many and varied discussions to produce our dynamic model. We recognize the many extra hours they contributed. Paula's ability to visualize and organize our discussions into a workable approach, and Cindy's ability to get it all down on paper, resulted in this final report, which we feel holds much promise for addressing equity for all Illinois students.

Introduction

Gender role stereotyping and gender bias limit educational choices and opportunities for students. Expectations that certain roles and careers are for females or males are often unconscious or unspoken. However, these expectations continue to shape teaching and counseling methodologies used in schools. We need to challenge old ways of thinking in terms of gender role stereotyping and promote equitable education that expects the same of both genders in the classroom and considers all career opportunities as appropriate for all students, based on individual interests and talents.

Gender equity has often been approached as a separate issue or program. The impact of gender role stereotyping and gender bias on teaching and counseling methodologies, educational and career choices, violence in schools, communication, and other aspects of education has not been taken routinely into consideration in developing policies, procedures, training, and technical assistance for schools. As long as gender equity is a topic separate from curriculum, instructional planning, programs for at-risk students, and other educational activities, it is relatively easy to set it aside while "more urgent" topics are addressed. Equity concerns, however, need to be built into all educational thinking and planning to ensure educational excellence for all students.

In response to these and other issues outlined in an idea paper developed by Cindy Zumwalt (see Appendix), ISBE formed the Infusing Gender Equity in Education Project Team in February, 1997. The team consists of nine individuals representing the Illinois State Board of Education, the State Legislature, Kishwaukee Intermediate Delivery System, American Association of University Women, and the University of Illinois at Urbana-Champaign. The members brought together applied, legal, policy, and research perspectives to focus on gender equity. This publication summarizes the problems and issues relevant to gender equity in education that we identified and the strategies we developed to address them. This report is the final product of the team's efforts.

Organized into four sections, this report first provides an overview of the team's consensus regarding our purpose and lists our members. We then identify problems and issues related to gender equity and present an overview of our conceptual approach and model for examining and addressing these problems. Next, we provide specific strategy recommendations, and finally, general recommendations that we hope will direct efforts towards gender equity beyond the term of this team.

Purpose

The purpose of the Infusing Gender Equity in Education Project Team is to develop an approach to infuse gender equity into Illinois State Board of Education policies and practices.

Members

Team Members

Robin Cona, Legal Services, Illinois State Board of Education
Dr. Charlotte Crawford, American Association of University Women
Judy Erwin, State Representative, 11th District
Mary Kay Heinisch, Kishwaukee Intermediate Delivery System
Darleen Jackson, Workforce Preparation Partnerships, Illinois State Board of Education
Dr. Paula Kohler, University of Illinois at Urbana-Champaign
Janet McCulloch, Learning Technologies, Illinois State Board Of Education
Michael Osborne, Educational Innovation and Reform, Illinois State Board of Education
Cindy Zumwalt, Business, Community, & Family Partnerships, Illinois State Board of Education

Project Team Sponsor

Dr. Diana Robinson, Business, Community, & Family Partnerships, Illinois State Board of Education

Project Team Manager

Daniel J. Miller, Business, Community, & Family Partnerships, Illinois State Board of Education

Problems and Issues Related to Gender Equity in Education

As we began investigating gender equity issues, our first task was to identify research literature on which we could base our discussions and, subsequently, our recommendations. Using this rigorous approach, we found that problems and issues related to gender equity range across a variety of educational areas including educational environments, teacher and counselor behaviors, and instructional opportunities and materials. The effects of gender inequity in these areas have longterm implications that affect females' postschool lives, including their ability to earn a living wage and pursue chosen careers. We've organized the variety of problems that emerged during our investigation into three areas: hostile environment, stereotyping, and economic inequities. Following, we detail specific issues in each of these areas. Subsequently, we present our recommendations to address these problems.

Hostile Environment

Eighty-one percent of students (85% of girls and 76% of boys) say they have been sexually harassed at school (AAUW & NEA, 1993).

One in 4 girls (25%) and 1 in 10 boys (10%) who have been harassed say they have been harassed by a school employee such as a teacher, coach, bus driver, teacher's aide, security guard, principal, or counselor (AAUW & NEA, 1993).

The overt and subtle sexism, racism, classism, and homophobia that exist in school classrooms and hallways create a climate of fear and oppression. This chilly climate negatively affects students both educationally and emotionally (AAUW & NEA, 1993).

While one hundred percent of the 81 districts surveyed in the *Project Fair Play* study have a written policy on sexual harassment, only thirty percent are doing an adequate job of informing employees, students, and parents about the policy and about grievance procedures available to those with complaints (Illinois Gender Equity Commission, 1997).

Stereotyping

In the classroom, teachers interact more frequently with boys, give boys more precise and helpful feedback, and choose activities and presentation formats that appeal to boys. In general, teachers are not aware of the bias in their interactions with students, and are concerned and upset when informed about them. Training on gender equity issues assists teachers to provide a more equitable classroom environment and is an important step in reducing gender inequity in schools. (AAUW, 1992; McGee-Bailey, 1993; Sadker & Sadker, 1982, 1994).

The gender gap in math, science, and technology persists and increases with grade level. Women are still underrepresented in math and science in higher education. Without math and science, girls and women cannot access the high wage job opportunities available in technical fields (National Coalition for Women and Girls in Education, June, 1997). Boys face inequities in advanced English courses and in foreign language and arts classes where girls predominate (AAUW, 1998).

Textbooks and other materials used in the classroom communicate subtle messages to students. When girls and boys do not see women, do not read about the experiences and contributions of women, and see women portrayed only in traditional roles, they receive a message that the opportunities available for girls and women are very limited. Language that is not inclusive further minimizes the presence and accomplishments of women (Withers, 1987).

Role models provide students with a view of the range of leadership and occupational roles to which they can aspire. Thus, both boys and girls are negatively affected by the limited number and range of female role models to which they are exposed (AAUW, 1995; Sadker & Sadker, 1994).

Extracurricular activities, such as sports and student clubs, can help students develop leadership skills and enhance their self-esteem. Often, however, girls do not participate in these activities. When they do, their access to resources, facilities, and community support is typically unequal to that of boys (National Coalition for Women and Girls in Education, June, 1997; Sadker & Sadker, 1994).

In the 1996-1997 school year, many more male students (9.8%) were suspended from school than female students (4.3%). Boys are also more likely to repeat grades and drop out of school than girls (AAUW, 1998; ISBE, 1997).

Boys are overrepresented in special education programs, particularly in programs for students with learning disabilities, emotional and behavior disorders, and attention deficit/hyperactivity disorder (Turnbull, Turnbull, Shank, & Leal, 1999). Overrepresentation may mean that many boys are labeled as having a disability when in reality they do not, and in contrast, many girls may go undiagnosed and not receive the services they need. Disproportionate representation also extends to students identified as gifted and talented – girls who are gifted often go undetected (Turnbull et al., 1999). In addition, girls who are identified as gifted often find their talents unappreciated or unrewarded by both their teachers and their peers (Gallagher & Gallagher, 1994).

Economic Inequities

Research indicates that less than 2% of female high school students enrolled in vocational education courses in Illinois participate in nontraditional program areas, although nontraditional vocational preparation can improve postschool employment outcomes (Van Beaver, Kohler, & Chadsey, in press).

The persistent 30% wage gap that exists between men's and women's wages can be contributed to occupational segregation. Men are clustered primarily in high-skill, high-wage jobs, while women continue to be over-represented in low-wage, low-opportunity jobs that are considered traditionally female. For example, 79% of administrative support workers are women while only 2% of workers in the construction trades are women. Even with professional women, 58% work in two traditionally female occupations—teaching and nursing. Women in nontraditional occupations earn more on average than women in traditionally female occupations. A woman who has specialized technical training can expect to earn half a million dollars more over her lifetime than a woman who is working in a low-skill, minimum-wage job (Gender Equity Advisory Committee, 1996; National Coalition for Women and Girls in Education, June, 1997; Wider Opportunities for Women, 1997).

High stakes standardized tests such as the Scholastic Achievement Test (SAT) continue to show large gender gaps in performance. For example, boys average 35 points or higher on the math SAT than girls. Since these tests are used for admission and scholarships, the result is that girls and women miss out on valuable educational benefits (National Coalition for Women and Girls in Education, June, 1997).

Assessment tools are not available that screen females for potential nontraditional jobs. Many standard assessment tools evaluate interests and aptitudes that are based on past experiences and knowledge of occupations and thus, tend to screen females out of nontraditional jobs.

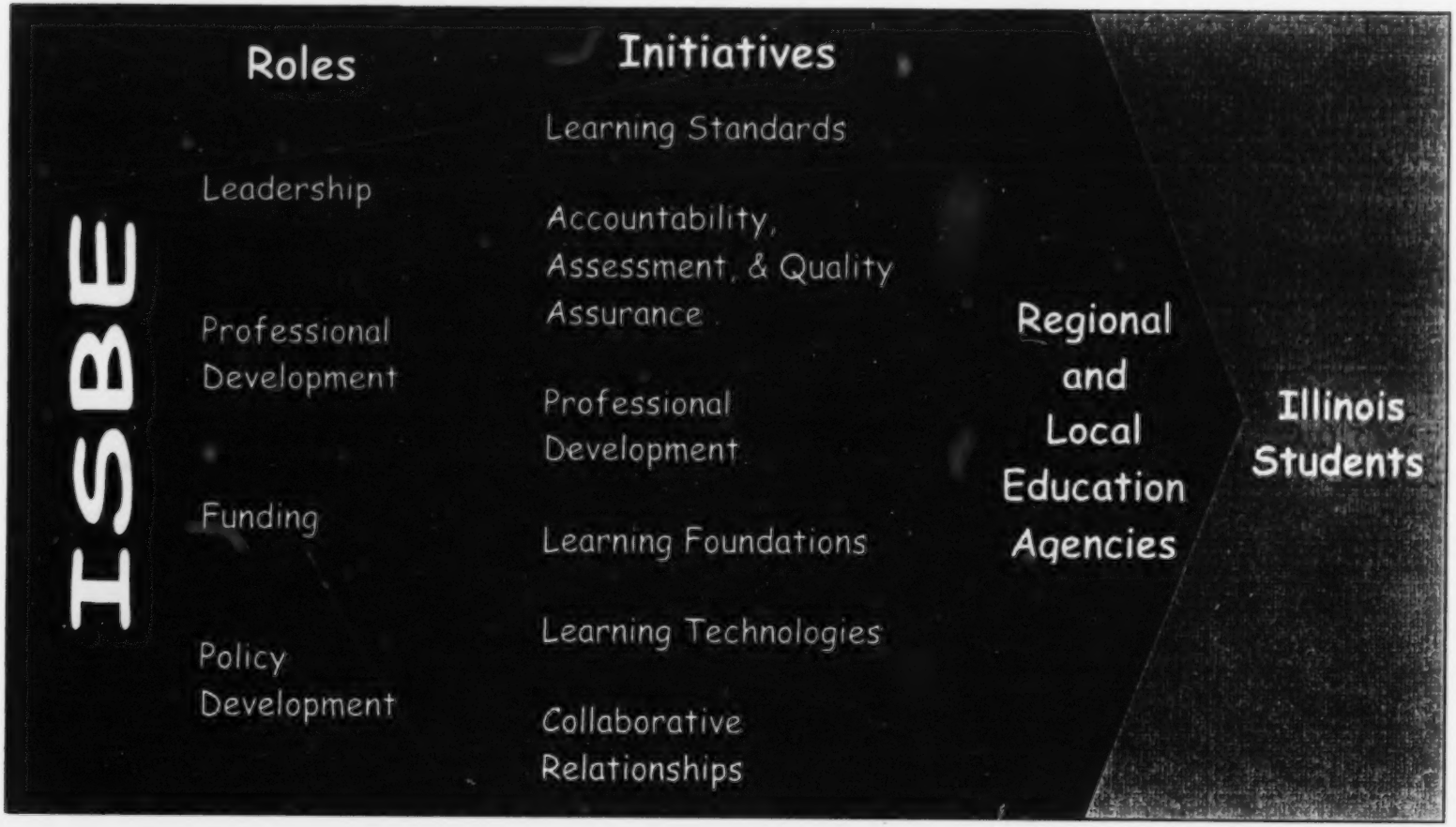
Approach

As indicated in our introduction, we recognized that because gender equity is often addressed as a separate and specific problem, efforts to improve gender equity are often narrow and time limited. Thus, the Project Team chose to develop an alternative approach that might infuse gender equity into various aspects of education that would ensure attention long past the term of the project team. In essence, we wanted to develop strategies that would facilitate the consideration of gender equity issues throughout the development of policy and other educational activities conducted by the Illinois State Board of Education. To do so, we identified the following points to guide the development of our approach.

- The Illinois State Board of Education is the target audience for the Project Team's strategies.
- The strategies must avoid adding gender equity as a separate educational initiative, but rather should entail a systemic approach.
- A model for addressing an educational issue that utilizes a systemic approach should be useful as a model for addressing other educational issues.
- Issues related to gender equity run across the current educational initiatives embraced by the Illinois State Board of Education.
- The strategies developed should not require all new dollars for their implementation.

Thus, our approach is based on our conceptualization of two important aspects of education in Illinois: (a) the relationship between the state, regional, and local education agencies; and (b) the Illinois State Board of Education's roles and initiatives through which the relationship is manifested. The following figure illustrates our conceptualization of this relationship and identifies ISBE's roles and the current educational initiatives in Illinois. A description of ISBE's roles and current initiatives follows.

Conceptualization of ISBE Roles and Current Initiatives



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ISBE Roles

Leadership

As the state's lead educational agency for K-12, ISBE provides leadership to the regional and local educational agencies, and ultimately to Illinois educators and students. Thus, ISBE is in a position, through the conduct of its business and the behavior and performance of its employees, to provide direction and modeling that promotes gender equity in all aspects of education.

Professional Development

A primary function of the Illinois State Board of Education is to provide professional development, including technical assistance, to regional and local educators that increases their capacity to provide quality education for Illinois students. Typical strategies through which ISBE fulfills this function include sponsoring and conducting workshops or other professional development activities related to specific initiatives, establishing standards for administrators and teachers, and providing specific resources such as the Illinois Curriculum Center.

Funding

The Illinois State Board of Education is the primary fiscal agent for K-12 education in Illinois. Through this function, ISBE provides funding to educational agencies at the regional and local levels. In addition, ISBE provides initiative-specific funds for research and program development that may be allocated either through contract awards or a proposal process. Further, ISBE serves as a conduit for federal funds allocated for specific purposes, such as special education and the education to careers initiative. Thus, ISBE functions as the primary fiscal agent with access to both mandated and discretionary resources.

Policy Development

Through its parallel roles of providing leadership, professional development, and funding, and existence as a state agency, the Illinois State Board of Education establishes and implements educational policy. Those policies affect all aspects of education in Illinois and are important in facilitating both excellence and equity in our schools. Policy instruments include rules and regulations, incentives, program guidelines, and a focus on specific initiatives.

Compliance

As the primary state educational agency, within the Executive Branch of State Government, the Illinois State Board of Education functions as the enforcer of laws, rules, and regulations, both state and federal. As such, ISBE works with regional and local educational agencies to ensure compliance with educational policy.

Educational Initiatives

The Illinois State Board of Education has adopted strategic commitments to which it is giving particular emphasis. Each of these commitments builds toward the Board's vision of "Standards-Based Excellence for Every Learner." One commitment is to ensure that ISBE's work is focused on this vision and is carried out with fiscal and programmatic integrity. This commitment is directly aligned with ISBE's roles as previously described. The other 14 commitments are bulleted below under the current educational initiatives through which they will be implemented.

Learning Standards

- Implement and institutionalize the Illinois Standards as the foundation for educational excellence in Illinois.

Assessment, Accountability, and Quality Assurance

- Revise the state assessment program (Illinois Standards Achievement Test or ISAT), implement the new Prairie State Achievement Exam, and promote effective local assessment practices.
- Implement and improve the state's accountability systems, including the Quality Assurance, Financial Assurance, and Academic Early Warning and Watch systems.

Professional Development

- Restructure the professional development system for Illinois educators, including preparation, licensure, and continuing professional development.

Learning Technologies

- Integrate learning technologies into the teaching/learning process in all Illinois schools.

Learning Foundations

- Ensure that every Illinois student reads with understanding and proficiency.
- Support early childhood education so that all children develop a strong foundation for learning.
- Ensure that all students at risk of academic failure are able to meet the Learning Standards.
- Ensure that school infrastructure and the learning environment are safe and supportive of student learning.
- Explore the educational implications of the changing world, with particular attention to future learning environments.

Collaborative Relationships

- Enhance communication and partnerships among all education stakeholders.
- Implement the Education-to-Careers system as an integral part of educational reform and school improvement K-16.
- Develop linkages with higher education to create an integrated system of educational opportunities that serve the needs of learners of all ages, with particular emphasis on students in preschool through college (P-16).

Educational Funding

- Advocate for school funding reform to ensure that all Illinois schools have the resources necessary to prepare students to meet the Learning Standards.

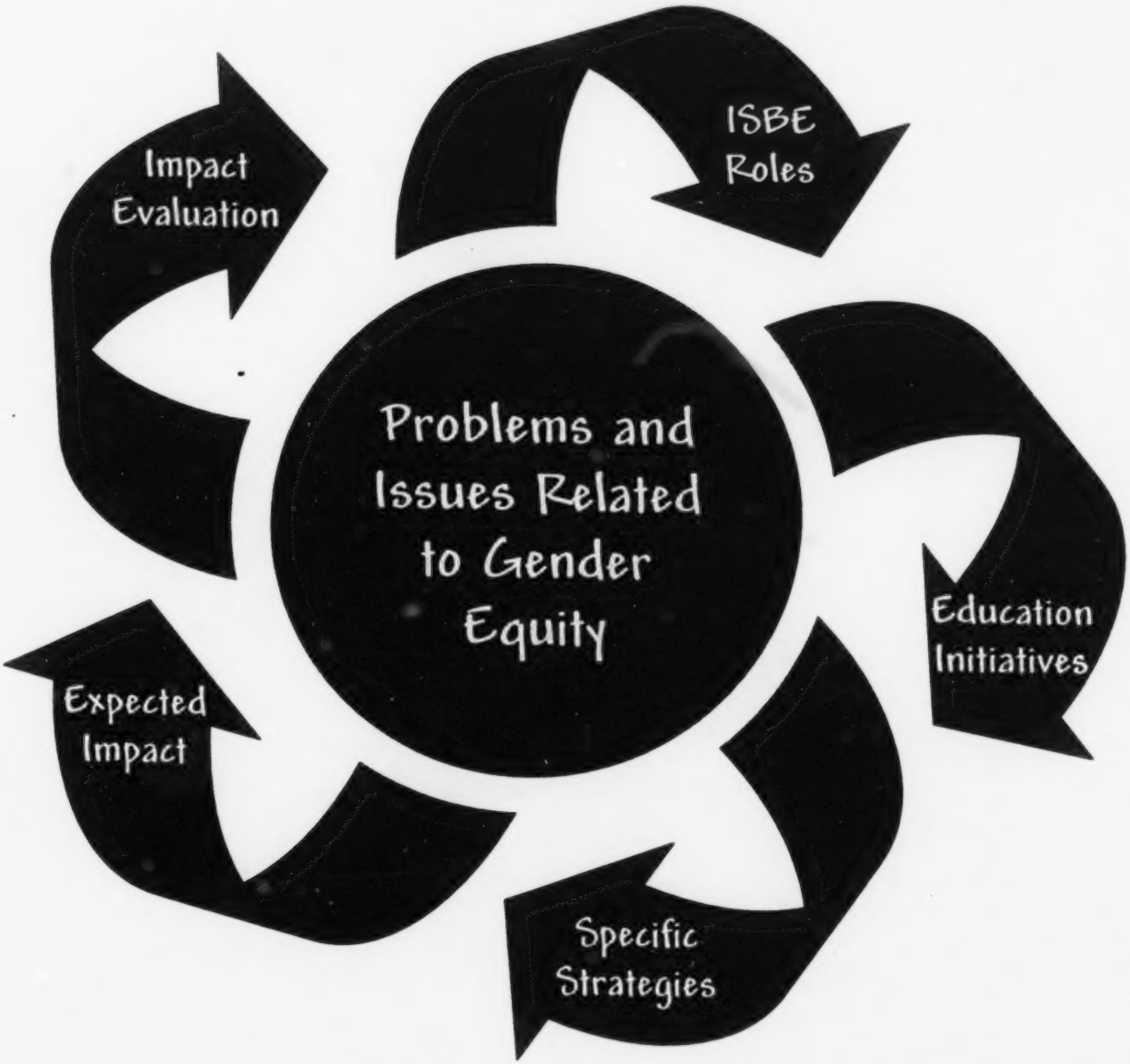
Conceptual Model

Our model to infuse gender equity in education focuses on implementation of specific strategies through ISBE's typical roles and across the current educational initiatives. This model assumes that to be effective, strategies must be problem specific and focused on producing a targeted outcome. Further, effectiveness, in turn, implies that the effect of the strategy on producing the desired outcome must be evaluated. Finally, we assert that strategies must be developed with consideration of who will have responsibility for their implementation.

As illustrated in the following figure, we utilized these criteria and assumptions to create a Dynamic Model for Infusing Gender Equity in Education. Thus to address the problems and issues related to gender equity previously described, we developed 10 specific strategies for implementation within the context of current educational initiatives through ISBE's typical roles. We feel that this approach is particularly efficient as we build on and leverage the initiatives that have already been launched or that are under development, rather than using the typical process that relies primarily on roles. In addition, for each strategy, we identified the target audience, the anticipated impact, and methods for evaluating the impact. These strategies are presented in the following section.

Again, this model assumes that specific ISBE staff will be assigned responsibility for implementation of each strategy, although specific assignment is not included in our recommendation. We reserve that responsibility for senior mangement. The appendix includes a current listing of ISBE's centers and divisions through which such assignment would be made.

Dynamic Model for Infusing Gender Equity in Education



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Strategy Recommendations

In the following pages, we present our strategies for infusing gender equity in education in Illinois. First, we present the specific strategies. Then, we present a summary that identifies the strategy statements for each category of gender equity problems and issues.

Strategy 1

Problem: Stereotyping

ISBE Initiative

Learning Standards

ISBE Role

Leadership

Strategies

As curriculum and instructional materials including computer software, are developed and/or determined in response to the Learning Standards, developers must ensure that all of these materials are inclusive, represent diversity, and are gender fair. They must continually ask the questions: Can all students see themselves, are all students represented, is the language inclusive, are the graphics inclusive?

- ISBE will include this directive in requests for proposals (RFPs) issued for curriculum development.
- ISBE will use the above directive as criterion when reviewing curriculum and instructional materials.

Target Audience

Curriculum and instructional materials developers

Anticipated Impact

- Curriculum and instructional materials will reflect all students.
- Standardized test scores for students will show no differences based on gender or ethnicity.

Impact Evaluation

- Analyze specific curriculum materials to determine if they are inclusive, represent diversity, and are gender fair.
- Analyze state and national standardized assessments by student characteristics (e.g., gender and ethnicity).

Strategy 2

Problem: Stereotyping

ISBE Initiative

Learning Standards

ISBE Role

Professional Development

Strategies

As curriculum and instructional materials, including computer software, are developed and/or determined in response to the Learning Standards, developers must ensure that all of these materials are inclusive, represent diversity, and are gender fair. They must continually ask the questions: Can all students see themselves, are all students represented, is the language inclusive, are the graphics inclusive?

- Provide ISBE staff with professional development on strategies for reviewing curriculum and instructional materials to ensure that they are inclusive, represent diversity, and are gender fair.
- When conducting professional development activities for school personnel, ISBE staff will include strategies for reviewing curriculum and instructional materials to ensure that they are inclusive, represent diversity, and are gender fair.
- ISBE staff will provide professional development staff at Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) with strategies for reviewing curriculum and instructional materials to ensure that they are inclusive, represent diversity, and are gender fair. These strategies are appropriate for professional development activities that the ROEs and ISCs conduct with school personnel.

Target Audience

- ISBE staff
- Teachers and school administrators
- Professional development staff at ROEs and ISCs

Anticipated Impact

- Increased awareness of ISBE staff, teachers, school administrators, and ROE and ISC professional development staff of strategies for reviewing curriculum and instructional materials to ensure that they are inclusive, represent diversity, and are gender fair.
- Curriculum and instructional materials will reflect all students.

Impact Evaluation

- Analyze ISBE, ROE, and ISC training agendas for inclusion of strategies for reviewing curriculum and instructional materials to ensure that they are inclusive, represent diversity, and are gender fair.
- Analyze specific curriculum materials to determine if they are inclusive, represent diversity, and are gender fair.

Strategy 3

Problem: Hostile Environment
Stereotyping
Economic Inequities

ISBE Initiative	Quality Review
ISBE Role	Leadership Professional Development
Strategies	• Provide professional development for Quality Review convenors and team members relevant to gender equity issues including hostile environment, stereotyping, and economic inequities. • Develop reflective questions relevant to gender equity issues for use in the Quality Review process.
Target Audience	• Quality Review convenors • Quality Review team members
Anticipated Impact	• Increased awareness of gender equity issues. • Reflective questions relevant to gender equity included in the Quality Review process.
Impact Evaluation	• Analyze Quality Review training agendas. • Analyze reflective questions used in the Quality Review process.

Strategy 4

Problem: Stereotyping

ISBE Initiative

Professional Development

ISBE Role

Leadership
Policy Development

Strategies

Establish steps to ensure that administrators and educators in the Illinois public education system will be knowledgeable about gender equity and diversity issues including establishing an equitable school climate, practicing gender-fair instructional methods, implementing gender equity laws (including the Illinois Sex Equity Rules), infusing gender equity standards into curriculum, teaching/facilitating for varied learning styles, presenting information about career areas nontraditional for a student's gender, and ensuring access to all educational programs.

- Require instruction for administrators and preservice teachers relevant to gender equity and diversity.
- Include gender equity and diversity issues on assessments for administrator and teacher certification.
- Collaborate with the Board of Higher Education to promote professional development for professors and graduate assistants on gender equity and diversity issues so that they can incorporate them into their instruction, professional development, and research.

Target Audience

- Teacher education programs
- Teachers
- Administrators
- Higher education faculty and teaching assistants and researchers

Anticipated Impact

- Increased knowledge of administrators and teachers about issues relevant to gender equity and diversity.
- Assessment for administrators and teachers will include gender equity and diversity issues.
- Professional development in higher education will include gender equity and diversity issues.

Impact Evaluation

- Analyze teacher and administrator performance on gender equity and diversity items in the assessment.
- Analyze assessment items for inclusion of gender equity and diversity issues.
- Analyze higher education professional development training topics to determine if gender equity and diversity issues are included.

Strategy 5

Problem: Hostile Environment

ISBE Initiative

Learning Foundations

ISBE Role

Professional Development

Strategies

- Provide ISBE staff and professional development staff from the Regional Offices of Education (ROEs) and the Intermediate Service Centers (ISCs) with resources for assisting schools to:
  - Make sure every school has a sexual harassment policy.
  - Include the sexual harassment policy and procedures in student handbooks and other media.
  - Train all staff, educate students, and inform parents about policy and procedures.
  - Provide sexual harassment prevention training for staff.
  - Work with all staff to ensure that their messages to students are positive and direct about tolerance and respect for self and others.
  - Help students determine what are acceptable and unacceptable behaviors at school.
- Provide an Administrator's Academy workshop to address the preceding issues.
- Provide professional development activities for teachers and counselors to address the issues above.

Target Audience

- ISBE staff and professional development staff at ROEs and ISCs
- Administrators
- Teachers and counselors

Anticipated Impact

- Increased awareness of ISBE staff and ROE and ISC professional development staff on issues related to prevention of sexual harassment and hostile environment which is then included in professional development activities for schools.
- Increased awareness of administrators on issues related to prevention of sexual harassment and hostile environments.
- Increase awareness of teachers and counselors on issues related to prevention of sexual harassment and hostile environments.

Impact Evaluation

- Review ISBE, ROE, and ISC training agendas for inclusion of issues related to the prevention of sexual harassment and hostile environment.
- Review Administrator's Academy topics and schedule for evidence of the inclusion of issues related to the prevention of sexual harassment and hostile environment.
- Before and after the professional development activities, survey a sample of teachers and counselors to determine their level of awareness of issues related to sexual harassment and hostile environment.

Strategy 6

Problem: Economic Inequities Stereotyping

ISBE Initiative

Collaborative Relationships
Education-to-Careers

ISBE Role

Funding
Professional Development

Strategies

- Fund programs to model, develop, and disseminate specific strategies for recruiting and supporting students in nontraditional career areas.
- Provide professional development for counselors and teachers on ways to recruit and retain students in nontraditional career areas including technology, science, math, and specific occupational programs.

Target Audience

- Local education agencies
- Guidance counselors and teachers

Anticipated Impact

- Effective models developed for recruiting and supporting students.
- Increased enrollment and program completion of students in nontraditional career areas.

Impact Evaluation

- Analyze evaluation plans and findings used to assess effectiveness of model programs.
- Analyze Illinois Student Information System (ISIS) data to investigate student performance, enrollment, and completion.

Strategy 7

Problem: Hostile Environment
Stereotyping
Economic Inequities

ISBE Initiative	All Initiatives
ISBE Role	Leadership Professional Development
Strategies	• Conduct professional development activities for all ISBE staff relevant to gender equity and diversity issues including hostile environment, stereotyping, and economic inequities. • Provide ISBE staff specific strategies and/or activities for addressing gender equity and diversity issues in their technical assistance roles.
Target Audience	• All ISBE staff • ISBE staff responsible for professional development
Anticipated Impact	• Increased awareness of issues relevant to gender equity and diversity across education. • Gender equity and diversity issues included in ISBE Requests for Proposals (RFPs) and Request for Contract Proposals (RFCPs). • Infusion of gender equity and diversity issues into all ISBE activities. • Gender equity and diversity topics included in professional development provided to the field.
Impact Evaluation	Analyze ISBE policies, RFPs, RFCPs, professional development agendas, and day-to-day activities for inclusion of gender equity and diversity issues.

Strategy 8

Problem: Hostile Environment
Stereotyping
Economic Inequities

ISBE Initiative	All Initiatives
ISBE Role	Funding
Strategies	Fund and encourage research to investigate specific issues relevant to gender and diversity, including but not limited to: (a) improving school climate, (b) teacher effectiveness, (c) learning technologies, and (d) barriers and strategies for supporting students in nontraditional career areas.
Target Audience	Multiple audiences including teachers, students, ISBE staff, ROE staff
Anticipated Impact	Research-based knowledge about issues relevant to gender equity and diversity.
Impact Evaluation	• Analyze specific research designs and findings associated with research projects. • Conduct meta-analyses of research sponsored by ISBE.

Strategy 9

Problem: Hostile Environment
Stereotyping
Economic Inequities

ISBE Initiative	All Initiatives
ISBE Role	Policy Development
Strategies	• As ISBE policies and initiatives are developed, staff must ensure that they are inclusive, represent diversity, and are gender fair. • Review current policies and initiatives (i.e., Right to Read Initiative, Math and Science Initiative) to determine if they are inclusive, represent diversity, and are gender fair.
Target Audience	• ISBE staff • School personnel
Anticipated Impact	Gender equity and diversity issues included in policies and initiatives relevant to education in Illinois.
Impact Evaluation	Analyze policies and initiatives for inclusion of gender equity and diversity issues.

Strategy 10

Problem: Hostile Environment
Stereotyping
Economic Inequities

ISBE Initiative	All Initiatives
ISBE Role	Compliance
Strategies	• Ensure that ISBE and all school districts have a Title IX Coordinator. • Ensure that ISBE and all school districts are in compliance with Title IX and the Illinois Sex Equity Rules. • Include questions regarding Title IX and the Illinois Sex Equity Rules in compliance visits to school districts made by ISBE staff and by ROE staff.
Target Audience	• ISBE staff • ROE staff • School personnel
Anticipated Impact	Increased compliance with Title IX and the Illinois Sex Equity Rules.
Impact Evaluation	Conduct a comparison of the type and number of complaints regarding Title IX and the Illinois Sex Equity Rules now and in the future.

STRATEGY SUMMARY

Problem Area: Hostile Environment

EDUCATION INITIATIVES	ISBE ROLES				
	Leadership	Professional Development/ Technical Assistance	Funding	Policy Development	Compliance
Learning Standards	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10
Assessment, Accountability and Quality Assurance	Strategy 3 Strategy 7	Strategy 3 Strategy 7	Strategy 8	Strategy 9	Strategy 10
Professional Development	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10
Learning Technologies	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10
Learning Foundations	Strategy 7	Strategy 5 Strategy 7	Strategy 8	Strategy 9	Strategy 10
Collaborative Relationships	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10
Educational Funding	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10

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STRATEGY SUMMARY

Problem Area: Stereotyping

EDUCATION INITIATIVES	ISBE ROLES				
	Leadership	Professional Development/ Technical Assistance	Funding	Policy Development	Compliance
Learning Standards	Strategy 1 Strategy 7	Strategy 2 Strategy 7	Strategy 8	Strategy 9	Strategy 10
Assessment, Accountability and Quality Assurance	Strategy 3 Strategy 7	Strategy 3 Strategy 7	Strategy 8	Strategy 9	Strategy 10
Professional Development	Strategy 4 Strategy 7	Strategy 7	Strategy 8	Strategy 4 Strategy 9	Strategy 10
Learning Technologies	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10
Learning Foundations	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10
Collaborative Relationships	Strategy 7	Strategy 6 Strategy 7	Strategy 6 Strategy 8	Strategy 9	Strategy 10
Educational Funding	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10

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STRATEGY SUMMARY

Problem Area: Economic Inequities

EDUCATION INITIATIVES	ISBE ROLES				
	Leadership	Professional Development/ Technical Assistance	Funding	Policy Development	Compliance
Learning Standards	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10
Assessment, Accountability and Quality Assurance	Strategy 3 Strategy 7	Strategy 3 Strategy 7	Strategy 8	Strategy 9	Strategy 10
Professional Development	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10
Learning Technologies	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10
Learning Foundations	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10
Collaborative Relationships	Strategy 7	Strategy 6 Strategy 7	Strategy 6 Strategy 8	Strategy 9	Strategy 10
Educational Funding	Strategy 7	Strategy 7	Strategy 8	Strategy 9	Strategy 10

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General Recommendations

In addition to the specific strategies described previously, the project team also developed a set of general recommendations. The purpose of these recommendations is to facilitate implementation of the specific strategies and to foster ongoing infusion of gender equity in educational policies, programs, curricula, and professional development in Illinois. Specifically, we want to promote ISBE using a *gender equity lens* as it goes about its business of education.

1. Determine staff responsibility for each recommended strategy. We anticipate that in several cases, effective implementation will involve multiple staff, but we suggest assigning specific responsibility.

2. Identify a staff member from each ISBE division that will become particularly knowledgable about gender equity issues.

3. Develop a standing gender equity team that will continue to focus on gender equity issues and strategies, comprised of individuals identified as a result of recommendation 2, as well as individuals external to ISBE.

4. Expand the Gender Equity Resource Center home page and link to ISBE's home page. The expansion should include a bulletin board for announcements related to emerging issues and strategies related to facilitating gender equity. The ISBE home page should also include information about gender equity and ISBE's use of a *gender equity lens*.

5. Develop print and/or other media to disseminate information generated by this project team. These efforts might include publication and broad dissemination of this report and/or a brochure that summarizes it.

6. Contract with an external evaluator to collect formative and summative information relevant to each strategy and recommendation. As evident in our conceptual model, we feel that evaluation of the anticipated impact is essential and integral to the dynamic process. To ensure that evaluation is planned and conducted as recommended in each strategy, we feel that initially those efforts would be best served through an external evaluator.

Fiscal Implications

As we emphasized previously, we designed the strategies herein to be infused through current and emerging educational initiatives via ISBE's typical roles. One purpose for taking this approach is to reduce the need for new dollars for implementation of the strategies. In some cases, new or re-allocated funds may be necessary to initiate the strategy, but once start-up is accomplished, special funding should not be necessary to maintain implementation. For example, Strategy 1 — inclusion of a gender-equitable directive in RFPs — should not require specific funding for its implementation. Strategy 2 may require some funds initially to provide professional development, but subsequent application of the skills gained through these activities would not require specific funding. Thus, we have designed our recommendations to be fiscally efficient. We do expect that some strategies and recommendations will require specific funding, such as appointment of a Title IX Coordinator and an external evaluator, project team support, professional development, model program development, and research. We urge the State Board to recognize these expenditures as sound investments in Illinois' future.

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Appendix

An Idea to Improve Illinois Education

The State Board of Education is using "project teams" to explore ideas and carry out solutions that will help improve and support teaching and learning in public education. If you have an idea for improving education, briefly describe it in the space below and send it to the State Board. We will look at your IDEA and determine whether we should create a project team to help make it happen.

Title: Infusing Gender Equity in Education

Who would be affected by your IDEA?

____	a single school	____	a single school district
_x_	multiple schools/districts	_x_	agency operation
_x_	other:		

Briefly explain your idea:
Gender role stereotyping and gender bias limit educational choices and opportunities for students. Expectations that certain roles and careers are for females or males are often unconscious or unspoken. However, these expectations continue to shape the teaching and counseling methodologies of schools. We need to challenge old ways of thinking in terms of gender role stereotyping and promote equitable education that expects the same of both genders in the classroom and considers all career opportunities as appropriate for all students based on individual interests and talents.

Through federal funding from the Carl D. Perkins Vocational and Applied Technology Education Act, the Illinois State Board of Education has a grant with Illinois State University to provide training and technical assistance to teachers, administrators, counselors, students, employers and community organizations on gender equity issues. Excellent activities at the local level have occured as a result of this project. There has not, however, been a plan at

the state level to ensure that gender equity is infused into all educational policies and practices. As part of this grant, a three year strategic agenda to infuse gender equity in education has been developed. This project team would take this strategic agenda as a starting point for determining ISBE's strategies, action steps and timelines in promoting the infusion of gender equity in Illinois schools to advance educational excellence for all students.

Why is this needed?

Gender equity has often been seen as a separate issue or program. The impact of gender role stereotyping and gender bias on teaching and counseling methodologies, educational and career choices, violence in schools, communication, etc. has not routinely been taken into consideration in developing policies, procedures, training and technical assistance for schools. As long as gender equity is a topic separate from curriculum, instructional planning, programs for at-risk students, etc., it is relatively easy to set it aside while "more urgent" topics are addressed. Equity concerns, however, need to be built into all educational thinking and planning to ensure educational excellence for all students.

What would happen as a result of your idea?

- The Illinois State Board of Education would adopt a policy on infusing gender equity in education to achieve educational excellence for all students.
- Strategies to infuse gender equity in education would be included in the ISBE strategic agenda.
- Action steps and timelines to ensure that gender equity is an integral consideration in all education policies and practices would be determined.

How will this help increase student learning and/or provide essential services to support education:

Infusing gender equity in education will increase student learning by acknowledging the talents, abilities and skills of all students and thus increasing their options and their self-esteem.

Submitted by: Cindy Zumwalt
Address: ISBE
City/zip: Springfield, IL 62777-0001
Phone: 217-782-3370

Mail or FAX to: ISBE Project Teams
100 North First Street
Springfield, IL 62777-0001
FAX: 217/785-3972

For further information: 217-782-2221

ISBE Centers and Divisions

STATE SUPERINTENDENT OF EDUCATION

I. General Counsel
   - A. Legal
   - B. Charter Schools

II. Internal Auditor

III. Special Assistant for Special Education

IV. Accountability & Quality Assurance Center
   - A. Professional Preparation
   - B. Standards
   - C. Assessment
   - D. Quality Assurance & Improvement Planning
   - E. Professional Development Redesign

V. Deputy Superintendent for Operations
   - A. Budget Administration
   - B. Business Services
   - C. Human Resources
   - D. Governmental Relations
   - E. Administrative Services
   - F. Fiscal Services
   - G. School Financial Services Center
     1. Funding and Disbursement Services
     2. Fiscal Accountablity Services
     3. Financial Outreach Services
     4. School Construction Services

VI. Deputy Superintendent for Educational Programs
   - A. Regional Office of Education (ROE) Services
   - B. Business, Community and Family Partnerships Center
     1. Workforce Preparation Partnerships
     2. Alternative Learning Partnerships
     3. Community & Family Partnerships
   - C. Educational Innovation and Reform Center
     1. Early Childhood Education
     2. Secondary Education
     3. Middle Level Education
     4. Program Compliance
     5. Grants Management

D. Learning Technologies Center
   1. Data Systems
   2. Technology Infrastructure
   3. Technology Outreach
   4. Technology Designs for Learning

VII. Deputy Superintendent for Policy and Board Services
   A. Board Relations
   B. Change Initiatives
   C. Special Assistant for Southern Illinois Services
   D. Research and Policy Development
   E. Right to Read Initiative

VIII. Director of Communications
   A. Problem Resolution Office

IX. Director of Employee Relations